

UIN SUSKA RIAU

By

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**THE RELATIONSHIP BETWEEN STUDENTS' UNDERSTANDING IN
PRESENT TENSE AND THEIR ABILITY IN TRANSLATING
HORTATORY EXPOSITION TEXT AT STATE
SENIOR HIGH SCHOOL 3
TAPUNG HULU**

A Thesis

Submitted in Partial Fulfillment of the Requirements
for Bachelor Degree of English Education
(S.Pd.)

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING**

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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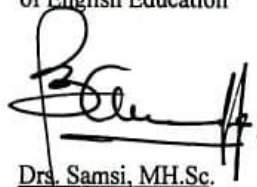
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Allah Subhana wa taala once said: “If you never felt pain or experienced problems, how would you know I’m the Healer? If you never made a mistake, how would you know I’m the Forgiver? If you never hurt, how would you know I’m the Comforter?

If your life was perfect, then why would you need Me?”

-Hadith Qudsi.

I dedicate this paper to my beloved parent. Words can’t get enough to explain how much I thank to Mom and Dad and for their endless love.

Early in the morning, when I hear the sound of the birds chirping

As always, I reluctantly wake up

Through the window, the sunlight dazzles and shines

At the crisp air, I feel like I’m going to sneeze but I don’t

I rub my eyes and look out the window

Kids in groups of twos and threes chatter on their way to school

In father’s hands, after he returned from his walk

There’s mountain water, which I don’t really know the benefits of

I hear mother’s busy movements in the kitchen making breakfast

And the laziness of her son, looking for cold water

The fresh and clean scent of morning

Mixes with the thick scent of breakfast

Autumn morning, such a big joy to me

Autumn morning, such great happiness to me

To me, who always acted like a baby

-Lee Ji Eun - Autumn Morning

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LIST OF CONTENT

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
PERSEMBAHAN	v
ABSTRACT	vi
LIST OF CONTENT	ix
LIST OF TABLE	xi
LIST OF CHART	xii
LIST OF APPENDIXES	xiii

CHAPTER I INTRODUCTION

A. The Background of the Problem	1
B. The Problems of the Research	4
1. The Identification of the Problems	4
2. The Limitation of the Problems	5
3. The Formulation of the Problems	7
C. The Objectives and the Significance of the Research	6
1. The Objective of The Research	6
2. The Significance of The Research	6
D. The Reason for Choosing The Tittle.....	7
E. The Definition of The Term.....	8

CHAPTER II REVIEW OF RELATED LITERATURE

A. The Theoretical Framework	10
1. Present Tense Understanding	10
2. Translation Ability	15
3. Hortatory Exposition	26

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4. The Correlation Between Present Tense Understanding and Students' Ability in Translating Hortatory Exposition Text	27
B. The Relevant Research	30
C. The Operational Concept.....	32
D. The Assumption and Hypothesis	34

CHAPTER III RESEARCH METHODOLOGY

A. The Research Design	36
B. The Location and Time of The Research	36
C. The Subject and Object of The Research	37
D. The Population and the Sample of the Research	37
E. The Technique of Collecting Data.....	39
F. The Validity and Reliability of Instrument	41
G. The Technique of Analyzing Data	50

CHAPTER IV DATA PRESENTATION AND DATA ANALYSIS

A. The Description of the Data	53
B. The Data Analysis	62

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	67
B. Suggestion	68

REFERENCES

APPENDIXES

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LIST OF TABLES

Table II.1	The Formula of Verbal Sentence.....	9
Table II.2	The Formula of Nominal Sentence.....	12
Table III.1	The Population of Students at State Senior High School 3 Tapung Hulu	34
Table III.2	The Sample of The Research.....	36
Table III.3	The Scale of the Students' Understanding in Present Tense	37
Table III.4	The Student Are Able to Identify the Appropriate verb form the first singular and plural person as subject in simple present tense.....	39
Table III.5	The Students Are Able to Identify the Appropriate Verb Form for Third Singular and Plural Person as Subject in Simple Present Tense	40
Table III.6	The Students are Able to Identify the Auxiliary Verb in Simple Present Tense	41
Table III.7	The Students are Able to Identify Adverb of Time in Simple Present Tense	41
Table III.8	The Students are Able to Identify Nominal and Verbal Sentences in Simple Present Tense	42
Table III.9	The Level of Reliability.....	44
Table III.10	The Reliability of Students' Understanding in Present Tense.....	41
Table III.11	The Correlation Between 2 Raters	49
Table III.12	The Reliability of Translation Ability Test	50
Table III.13	The Interpretation of Correlation Coefficient.....	51
Table III.14	The Formula of Correlation Coefficient.....	52
Table IV.1	The Score of Students' Understanding in Present Tense	54
Table IV.2	The Frequency Distribution of Students' Understading in Present Tense.....	55

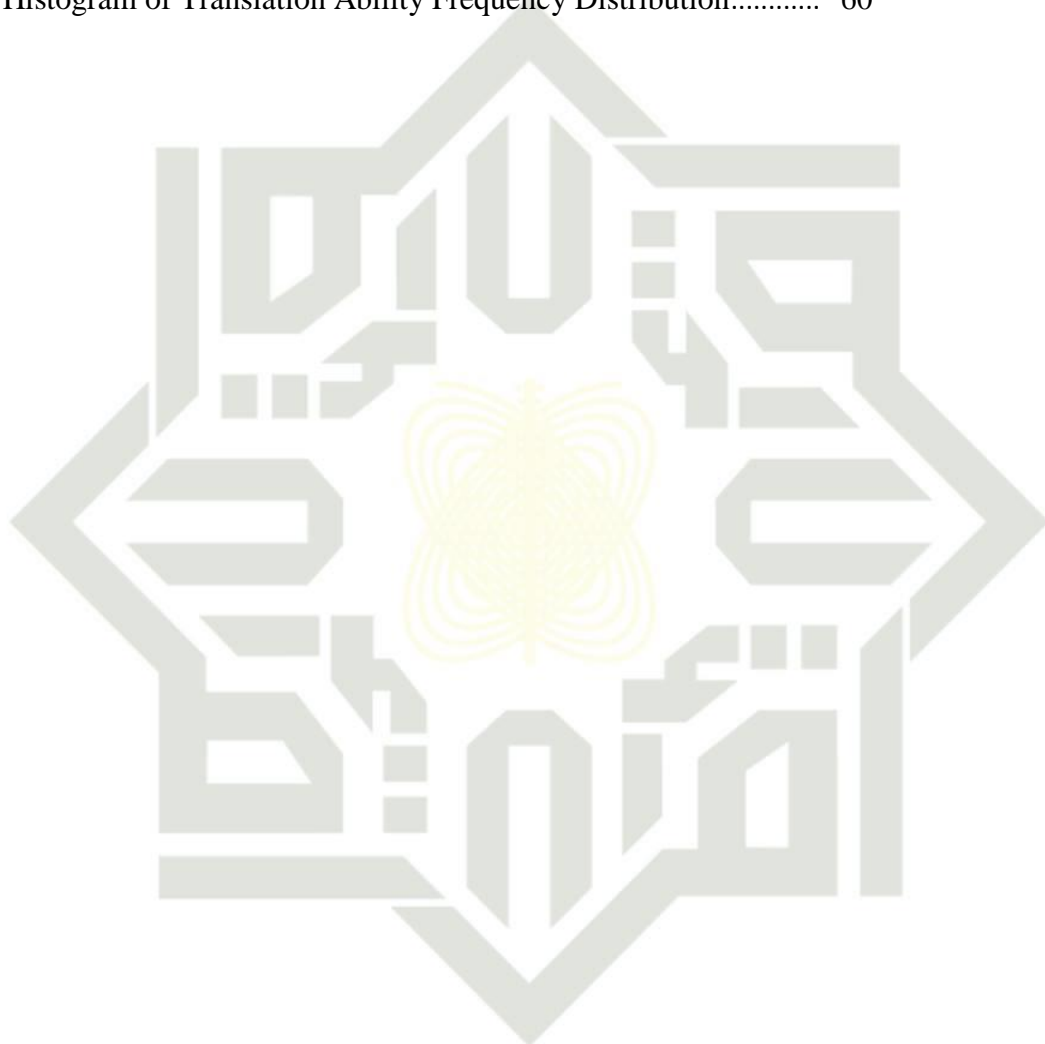
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Table IV.3	The Scale of the Students' Understanding in Present Tense.....	56
Table IV.4	The Frequency of the Students' Score Category in Understanding Present Tense	57
Table IV.5	The Score of Students' Translation Ability	58
Table IV.6	The Frequency Distribution of Students' Translation Ability	59
Table IV.7	The Scale of the Students' Translation Ability	61
Table IV.8	The Frequency of the Students' Score Category of Students' Translation Ability	61
Table IV.9	The Descriptive Statistic of Students' Understanding in Present Tense.....	62
Table IV.10	The Descriptive Statistic of Student; Translating Hortatory Exposition Text	63
Table IV.11	The Correlation Coefficient.....	65
Table IV.12	The Correlation Coefficient Interpretation	66

LIST OF CHARTS

Chart IV.1 The Histogram of Understanding in Present Tense	56
Chart IV.2 The Histogram of Translation Ability Frequency Distribution.....	60



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LIST OF APPENDIXES

- Appendix 1:** The Research Instrument
- Appendix 2:** Translation Rubric
- Appendix 3:** The Score Transcription
- Appendix 4:** The Answer Sheet
- Appendix 5:** The Syllabus
- Appendix 6:** Letters

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ABSTRAK

Dwi Mayang Syahfitri, (2019): Hubungan Antara Pemahaman Siswa Dalam Present Tense dan Kemampuan Siswa Dalam Menerjemahkan Teks Eksposisi Hortatori di Sekolah Menengah Atas Negeri 3 Tapung Hulu.

Banyak siswa yang bingung dan kesulitan ketika menerjemahkan teks dari Bahasa Indonesia ke Bahasa Inggris. Mereka bingung dalam menggunakan kalimat verbal atau nominal sehingga siswa tidak dapat menerjemahkan teks dengan benar. Tujuan dari penelitian ini adalah untuk menemukan hubungan antara pemahaman siswa dalam simple present tense dan kemampuan mereka menerjemahkan teks eksposisi hortatory di Sekolah Menengah Atas Negeri 3 Tapung Hulu. Subyek dari penelitian ini adalah siswa kelas sebelas di Sekolah Menengah Atas Negeri 3 Tapung Hulu dan objek penelitian ini adalah pemahaman siswa dalam simple present tense dan kemampuan mereka dalam menerjemahkan teks eksposisi hortatory. Penulis menggunakan simple random sampling untuk mengambil sampel. Ada 29 siswa sebagai sampel dari total populasi 121 siswa. Untuk mengumpulkan data, penulis menggunakan tes sebagai instrumen penelitian. Tes dilakukan untuk menemukan pemahaman siswa dalam simple present tense dan kemampuan mereka dalam menerjemahkan teks eksposisi hortatori. Korelasi koefisien dalam penelitian ini adalah 0.786, yang mana lebih besar dari nilai r table di 5% yaitu 0.367% dan 1% yaitu 0.476. Hasil menunjukkan bahwa ada hubungan korelasi yang signifikan antara pemahaman siswa dalam simple present tense dan kemampuan mereka dalam menerjemahkan teks eksposisi hortatory.

Kata kunci: ***Hubungan, Simple present tense, Menerjemah, Teks Eksposisi Hortatori.***

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ABSTRACT

Dr. Mayang Syahfitri, (2019): The Relationship between Student's Understanding in Present Tense and Their Ability in Translating Hortatory Exposition Text at the Eleventh Grade of State Senior High School 3 Tapung Hulu.

Some of the students are confused and difficulty when translating from Indonesian into English. It confused them to use verbal or nominal sentence so students cannot translate text correctly. This research finds out the relationship between students' understanding in present tense and their ability in translating hortatory exposition text at the eleventh grade of State Senior High School 3 Tapung Hulu. The subject of this research was the eleventh grade of State Senior High School 3 Tapung Hulu and the object of this research was students' understanding in present tense and their ability in translating hortatory exposition text. The writer used a simple random sampling to take the sample. There were 29 students as a sample from 121 students. To collect the data, the writer used test as instrument. The test conducted to find students' understanding in present tense and their ability in translating hortatory exposition text. The correlation coefficient was 0.786, it was bigger than the value in 5% was 0.367 and in 1% was 0.470. The result show there was a significant correlation between students' understanding in present tense and their ability in translating hortatory exposition text at the eleventh grade of State Senior High School 3 Tapung Hulu.

Keywords: *Relationship, Present Tense, Translation, Hortatory Exposition Text*

ملخص

دوي مياغ شحفظري، (2019): الارتباط بين فهم التلاميذ في المضارع وقدرتهم في ترجمة نص الشرح القصصي في المدرسة الثانوية الحكومية 3 تفونق هيلير.

معظم التلاميذ أصابهم الصعوبة في ترجمة من اللغة الإندونيسية إلى اللغة الإنجليزية. قلقون في استخدام المفردة المحموسة وغير المحموسة حتى لا يستطيعون في الترجمة الصحيحة. هذا البحث يهدف إلى إيجاد فرق بين فهم التلاميذ في المضارع وقدرتهم في ترجمة نص الشرح القصصي في المدرسة الثانوية الحكومية 3 تفونق هيلير. فاما الفرد في هذا البحث فهو تلاميذ الصف الثاني في المدرسة الثانوية الحكومية 3 تفونق هيلير وموضوعه فهم التلاميذ في المضارع وقدرتهم في ترجمة نص الشرح القصصي. قد استخدمت الباحثة تقنية عشوائية لأخذ العينة وهم 29 تلميذا من 121 تلميذا. ولجمع البيانات، قد استخدمت الباحثة نصا بوصفه أدوات الاختبار لإيجاد فهم التلاميذ في المضارع وقدرتهم في ترجمة نص الشرح القصصي. ارتباط المعامل الارتباطي 0.786 أكثر من نتيجة الجداول حيث كانت في درجة هامة 5% 0.367 و 1% 0.470 والحاصلة دلت على أن هناك ارتباط هام بين فهم التلاميذ في المضارع وقدرتهم في ترجمة نص الشرح القصصي في المدرسة الثانوية الحكومية 3 تفونق هيلير.

الكلمات الأساسية: الارتباط، المضارع، الترجمة، نص الشرح القصصي.

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Nothing is perfect but Allah SWT and neither in this work. This thesis is not perfect scientific writing yet. Therefore, comments, critics and suggestions for improvement of this thesis will highly appreciate. The writer believes that this thesis gives some contributions for the improvement of the English teaching and learning for the readers.

Pekanbaru June 2020

The Writer

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Learning English language as international language is not as simple as we thought because there is a set of rules that must learn, which is saying tenses. We relate tenses to time, and time refers to 'when' an action take place. It express the time that an action occurs in relation to the moment of speaking. There are 16 tenses that students must understand in learning English. Azar (1992, p. 3) said that one tense is simple present tense in English. The simple present tense expresses daily habit or usual activities and a general statement of facts.

We cannot separate the simple present tense from the text. Learning tenses always has a close relation with text, for example hortatory exposition text. Hortatory exposition text is one of exposition genres. Hortatory exposition text used simple present tense as language feature. According to Siahaan and Shinoda (2008, p. 101) hortatory exposition text is a text functioning to persuade readers to do something for benefit of others. In conclusion, hortatory exposition text has a function to influence readers' thinking.

In learning English cannot be separate it from translation activity. Translating always has a close relation to the Senior High School students' English subject. The students must conquer in four important English skills such as listening, speaking, reading and writing. It closely relates writing is close to translating. The teacher asks the students to write a story or sentences in English, they will compose it in Indonesian form primarily. After that, they change the first language or Indonesian form into English or vice versa. The activity means they are translating. According to Catford (1965, p. 20), translation is replacement of textual material in one language

(SL) by equivalent textual material in another language (TL). It means that translation is a process in changing the first language into another language without the contextual meaning.

According to Lado (1961, p. 261) the ability to translate well is an art. It requires special talent and training. The translator should re-express the meaning of source language as exactly as possible into the target language that people can understand the message easily. It means that the students can realize that the need for the competent translators is at an all-time high. We can get the competency through formal and informal ways such as formal education, training and life experience.

Based on the curriculum and syllabus, simple present tense is one material that must teach at senior high school level, teaching present tense expected to enable students to understand the formula of present tense, students can apply simple present tense structure well in text, in this case hortatory exposition text. State Senior High School 3 Tapung Hulu is one of Senior High School in Kampar Regency that always concerns to all subjects and one of them is English lesson. They learn the students in State Senior High 3 Tapung Hulu English because English in one of required lessons taught in this school. This school use 2013 curriculum (K-13) as their curriculum standard for first grade and third grade and for second grade use KTSP curriculum as their curriculum standard.

Based on the curriculum, English teacher uses the hortatory exposition text to teach students at eleventh grade. In teaching and learning process, teacher ask the students to translate the text from Bahasa into English or vice versa.

In the preliminary research, the writer found some students problem when they translate text from Indonesia into English by the teacher. The students' has a lack of understanding in grammar, vocabulary and tenses. But in this research the writer only focused on students' error using tenses in translation process.

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Based on the observation that writer do in preliminary study at the eleventh grades of State Senior High 3 Tapung Hulu in teaching and learning process, the writer found the following phenomena:

1. Some students cannot translate text correctly.
2. Some students cannot use present tense appropriately in translating text.
3. Some students understanding present tense are good, but their ability in translating text is not.
4. Some students often waited for the meaning of the word that comes from the teacher.
5. Some students could not catch and grasp the idea from their translation.
6. Sometimes the students caused a mismatch in the translation system.

Based on the background of the problem above, it interest the writer in observing the problems above into a research entitled: **“THE RELATIONSHIP BETWEEN STUDENTS’ UNDERSTANDING IN PRESENT TENSE AND THEIR ABILITY IN TRANSLATING HORTATORY EXPOSITION TEXT AT STATE SENIOR HIGH SCHOOL 3 TAPUNG HULU”**

B. The Problem of the Research

1. Identification of the Problem

After a conducting a preliminary study at eleventh grades of State Senior High School 3 Tapung Hulu, most of the students are still getting difficulties, especially in the term of translating hortatory exposition text.

To make the problems clearer, thus the problems will identify in the following identification of the problems:

Why some students cannot translate hortatory exposition text correctly?

Why some students cannot use present tense appropriately in translating hortatory exposition text?

Why some students understanding in present tense is good, but their ability in translating hortatory exposition is not?

Why some students often wait for the meaning of the word that comes from the teacher?

Why some students not able to catch and grasp the idea from their translation and possible?

Why sometimes the students cause a mismatch in the translation system?

2. The Limitation of the Problem

After describing identification of the problems above, thus, the writer needs to limit and focus on the problems of the writer research problems to find out “the correlation between students’ understanding in present tense and their ability in translating hortatory exposition text”.

3. The Formulation of the Problem

Based on the background above, the writer questions’ of this research are :

1. How is students’ understanding present tense at the eleventh grade of State Senior High School 3 Tapung Hulu?

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2. How is students' ability in translating hortatory exposition text at the eleventh grade of State Senior High School 3 Tapung Hulu?
3. Is there any significant correlation between students' understanding in present tense and their ability in translating hortatory exposition text at the eleventh grade of State Senior High School 3 Tapung Hulu?

C. The Objective and the Significance of the Research

1. The Objective of the Research

From the formulation problem, the writer has objectives of the research:

1. To find out students' understanding in present tense at the eleventh grade of State Senior High School 3 Tapung Hulu.
2. To find out students' ability in translating hortatory exposition text at the eleventh grade of State Senior High School 3 Tapung Hulu.
3. To find out there is a significance correlation between students' understanding and their ability in translating hortatory exposition text at an eleventh grade of State Senior High School 3 Tapung Hulu.

2. Significance of the Research

By conducting this research, the writer hopes:

1. This research can benefit the writer as a novice researcher learn how to conduct research.

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2. These research findings also expected to be useful and valuable, especially for students and the teachers of English at the eleventh grade of State Senior High School 3 Tapung Hulu as their future learning focus.

3. Besides, these research findings also expected to be positive information for those who concern in the world of teaching and learning English as a foreign language.

4. To fulfill one requirement for the writer to complete an undergraduate degree program at English Education Department of Educational and Teacher Training, Faculty of the state Islamic University of Sultan Syarif Kasim Riau.

5. Finally, these research findings also expected to be the practical and theoretical information to the development of the theories on language learning.

D. The Reasons for choosing the Title

There are some reasons it interests the writer in carrying out this research. The reasons are:

1. The title of this research is relevant with the writer's statues as a student of English Education in UIN SUSKA RIAU.
2. The title of this research is not investigated yet by other previous researchers.
3. The location of the research facilitates the writer in doing this research.
4. It is important to the students to understand present tense to develop their translation ability.

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E. The Definition of the Key Term

1. Correlation

Cresswell (2008, p. 356) point out that correlation is a statistical test to determine the tendency of pattern for two or more variables or two sets of data to vary consistently. Here there are only two variables, it means that two variables share common variance, or they together. In this research correlation means the relationship between students' understanding in present tense and their ability in translating hortatory exposition text at the eleventh grade of State Senior High 3 Tapung Hulu.

2. Present Tense Understanding

Azar (1992, p. 3) said that one of those tenses is simple present tense in English. The simple present tense expresses daily habit or usual activities and a general statement of facts.

3. Translation Ability

Translation ability is replacement of textual material in one language (SL) by equivalent textual material in another language (TL) (Catford, 1965, p. 20). It means that translation is a process in changing the first language into another language without changing the contextual meaning.

4. Hortatory Exposition

Hortatory exposition text is one of exposition genres. According to Siahaan and Shinoda (2008, p.101) hortatory exposition text is a text functioning to persuade readers to do something for benefit of others. So we can conclude it that hortatory exposition text has a function to influence readers' thinking.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. Present Tense Understanding

a. Definition of Present Tense

Simple present tense is one of tenses. This tense often used because of it is to state activities that were finished. In line with Azar (2002, p. 2) said that simple present express events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist.

Azar (2002, pp.13) also point out that simple present says that something was true in the past, is true in the present, and will be true. It express general statement of fact and timeless truth. The simple present is used to express habitual or everyday activities.

b. The Formula of Simple Present Tense

1. Verbal Sentence

Table II.1

The Formula of Verbal Sentence

Affirmative	S+V1(s/es)+O	She speaks English
Negative	S+do/des+not+V1+O	She does not speak English
Interrogative	Do/Does+S+V1+O?	Does she speak English

Krohn (2007, p.11) point out that verbs other than be have two forms in the simple present tense: a simple form and an *-s* form. The *-s* form used with third person singular subjects (he, she, it,).

Pardiyono (2007, p. 20) pointed out the detailed formula of verb change are:

a. In a positive sentence the verb of the third singular person (she, he, it) must add suffix *-s* or *-es*. Here are the details:

1. To a verb that ends by *-ss*, *-x*, *-ch*, *-o*, and *-sh* must add suffix *-es*. For example:

- a) He washes his motorcycle every day.
- b) Mrs. Smith teaches Biology in that high school.
- c) Ann rarely goes to school by bus.
- d) He boxes in the championship every two months.

2. We must add to a verb that ends by consonant *y* suffix *-es* after changing *y* to *i*. For example:

- a) The baby always cries in the middle of night.
- b) He tries to do the best in every chance.
- c) Sandra rarely replies to my letters.

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3. Verb that ends by y that there is a vocal before it must add suffix –s.

For example:

- a) Tony plays football every Sunday morning.
- b) Mother buys fruits twice a week.
- c) She says that she is a nurse.

4. Other verbs that are not state above it is only to add suffix –s. For example:

- a) He gives me a bar of chocolate every day.
- b) She always comes early in the morning.
- c) Mr. Cliff lives in Jakarta.

b. In a negative sentence, there is no suffix -s/ -es. Auxiliary does not (doesn't) is used to the subject He, She, and It; and auxiliary do not (don't) to subject I, You, They, and We. For example:

- 1. Alice does not like fried rice.
- 2. They do not know the secret.
- 3. I do not eat your sandwich.

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c. In an interrogative sentence, there is no suffix -s/ -es. Auxiliary does is used to the subject He, She, and It; and auxiliary do to subject I, You, They, and We. For example:

1. Does your uncle live in Malaysia?
2. Do your parents like travelling?
3. Do Mr. and Mrs. Nadir have a daughter?

2. Nominal Sentence

A sentence with be as the main verb has three basic patterns:

- a) Be + a noun
- b) Be + an adjective
- c) Be + a prepositional phrase (verb)

Table II.2

The formula of nominal sentence

Affirmative	S+(is,am,are) + complement	She is beautiful
Negative	S+(is,am,are)+not + complement	She is not beautiful
Interrogative	(is, am, are)+S+Complement?	Is she beautiful?

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c. Function

The simple present tense is used to describe habitual action, e.g. Andi reads his e-mail first thing in the morning. (Lester, p.6).

According to Hornby (1975, p. 82-85), the usage of simple present tense divided into five kinds:

1. To describe an activity is in progress at the moment of speaking, e.g. in demonstration, explanation, step by step the way to cook something.

Example: I sift the flour, salt and baking powder into a bowl. I mix them.

2. To use in commentaries, e.g. as broadcast during a sporting event such as a football match.

Example: green passes the ball Dani. Dani passes it to Joni, who heads it past the goalkeeper and scores!

3. To use in exclamatory sentences beginning with here and there.

Example: here he comes!

4. In the general statement of what was true in pastime, is true now, is likely to be true in future time.

Example: the sun shines during day.

5. To use for it communicated references to what in the past.

Example: the newspapers say it's good going to be cold today.

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Soraya (2012, p. 27) in her thesis point out there are some indicators to measure students present tense understanding. Those are:

- a. The students can identify to verb form for first singular and plural person as subject.
- b. The students can identify the prover verb form for second singular and plural person as subject
- c. The students can identify the prover verb form for third singular person as subject
- d. The students can identify the prover verb be form
- e. The students can identify the adverb of time.

2. Translation Ability

a. Understanding about Translation

Translation is the act or instance of translating, a written or spoken expression of the meaning of a word, speech, book, etc. (The Concise Oxford English Dictionary). The first of these two senses relates to translation as a process, the second to the product. This is a means that the term of translation encompasses very distinct perspectives. The first sense focuses on the role of the translator in taking the original or source language (SL) and turning it into a text in another language (TL). The second sense centres on the concrete translation product produces by the translator. (Shuttleworth and Cowie, 1997, p.181).

In line with the statement above, Catford (1965, p.20) stated that translation ability is replacement of textual material in one language (SL) by equivalent textual material in another language (TL). It means that translation is a

process in changing the first language into another language without changing the contextual meaning.

According to Newmark (1988, p. 5) translation is rendering the meaning of a text into another language in how the author intended the text. Newmark gave more explanation from his statement above that translation was not only translating the language but also the translator should transfer the meaning of the text, so the reader knew about the author's intention.

Based on the definition above, the writer conclude that translation is changing language (SL) into target language (TL) without changing the contextual meaning by considering equivalence and language structure.

Massoud (1988) in Ardhani (2015, p. 22) argued that the requirement of excellent translation is:

“a good translation is easy to understand, fluent and smooth, idiomatic, translation conveys to some extent, the literary subtleties of the original, distinguished between the metaphorical and the literal, reconstructs the cultural or historical context of the original, a good translation makes explicates what is implicit in abbreviations, and an illusion to saying, songs and nursery rhymes, for last criteria that good translation will convey, as much as possible, the meaning of the original text.”

Based on the definition above, being a translator means has to master the way or technique of translation and the history of language and the proper meaning of word, phrase, sentence both in source language (SL) and target language (TL).

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5. Types of Translation

According to Catford (1988, p.21) some broad types or translation categorizes in a term of extent, levels, rank of translation and cohesive level.

1. Extent

There was full translation, and partial translation based on extent. In a full translation, the entire text submitted to the translation process; every part of the SL text replace by TL text material. In partial translation, it leaves some part or parts of the SL text un-translated; It transfers them to and incorporated in the TL text. In literary translation it is not uncommon for some SL lexical items treated in this way, because it regards them as 'untranslatable' or for introducing 'local color' into the TL text. Transferring SL lexical items into a TL text is more complex than appears at first sight, and it is only approximately true to say that they remain 'un-translated'.

2. Levels

There was total translation, and restricted translation based on levels. Total translation means what is most usually meant by 'translation'; Translation in which all levels of the SL text replace by TL material. Total translation might be the best way as replacement of SL grammar and lexis by equivalent of TL grammar and lexis with logical replacement of SL phonology or graphology by non-equivalent TL phonology or graphology. However, restricted translation was translation performed only at the phonological or at the level of graph translation, or at only one of the two levels of grammar and lexis. Restricted translation meant translating of SL textual material by equivalent TL textual material at only one level.

b. Rank

The third differentiation in translation relates to it, establishes the rank in a grammatical or phonological hierarchy. There were level-bound translation and unbounded translation. Level-bound translation was like a total translation but in which the selection of TL equivalents deliberately limited to one level (or few levels, low in the level scale) in the level of grammatical units. However, normal total translation in which equivalences shift freely up and down the rank scale might term unbounded translation.

According to Newmark (1981, p. 64-65) distinguished the varieties of translation into two types based on the translation approach used in producing the target text; semantic translation, which attempted to give, as closely as the semantic and syntactic structures of the second language, the exact contextual meaning, and communicative translation which attempted to produce on its readers an effect as close as possible to that got on the original sense of readers. Semantic translation focused on the researcher and source language; communicative translation focused on the reader and target language

c. The Ability in Translation

Translation ability is replacement of textual material in one language (SL) by equivalent textual material in another language (TL) (Catford, 1965, p. 20). It means that translation is a process in changing the first language into another language without changing the contextual meaning.

Translation ability is one of the most difficult language abilities to measure. It caused by a variety of language proficiencies that comprise translation ability, for example reading skills in the source language and writing skills in the target language.

From the explanation above, the writer conclude that ability in translation is ability in changing the source language into target language without changing the meaning.

d. Translation Process

Newmark (1988) in Aisyah (2015, p. 60) mentions the process of translation divided into textual level, referential level and cohesive level.

1. Textual Level

Textual level is the base level in translation. The base level is a text. A translator can make certain conversations and transpose the SL grammar (clauses and groups) into their 'ready' TL equivalent.

This level mentioned as a literal translation of the SL into the TL. It only focuses the key point on textual level is only on the translating lexical unit on correct grammar of target language.

2. The Referential Level

Referential level is finding where the word refers to. It means you have to decide, summarily and continuously, what it is about, what it is in aid of, what the writer's peculiar slant on it is.

3. Cohesive Level

Cohesive level follows both the structure and the moods of the text. The structure on a cohesive level is the connective that usually proceeding from known information (theme) to the fresh information (rheme). Mood can show as a dialectical factor moving between positive and negative, emotive

and neutral. It means tracing the thread of a text through its value-laden and value-free passages, object or noun, adjective or qualities may express which.

4. Naturalness Level

Naturalness level is that your translation makes sense; that it reads naturally, in ordinary language, the common grammar, idioms and words that meet that kind of situation.

e. Translation Method

In translation there are methods and procedures. Newmark (1998, p. 45) mentions the difference between translation method and translation procedures. He writes that, while translation methods relate to entire texts, it uses translation procedures for sentences and the smaller units of language.

1. Word-for-word-translation

Word for word translation is translating word by word sequential without regard to the context, it only uses it is only for a single word, it is not in form of phrase, clause, or sentence that has convergence meanings. It can also use when faced with a tough expression, which is by doing the initial translation (pre-translation) word by word, and then reconstructed into an appropriate expression translation.

2. Literal Translation

Literal translation or also known as linear translation lies is among the translation word-by-word and free translation. In the process of translation, translator search for SL grammatical constructions are equivalent or close to the TL. The literal translation is regardless of the context. This translation

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done as early as translating word-for-word, but the translator then adjusts the wording under grammatical TL. So, it seems like first method. We can use this method as a first step in doing a translation. The difference is in the SL grammatical construction approach.

3. Faithful Translation

Faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It ‘transfers’ cultural words and preserves the degree of grammatical and lexical and lexical ‘abnormality’ (deviation from SL norms) in the translation. It attempts to be faithful to the intention and the text-realization of the SL writer. Here the words translated culturally charged, but the irregularities of grammar and word choice is still existing or left. This translation follows to the intent and purpose of the SL, so the translation is sometimes still un-appropriated and often out of context.

4. Semantic translation

This method is to reproduce the contents of the source language message, but often in the familiarity’s impression and use of idiomatic expressions which not found in the original version. Thus there is a deviation shade of meaning because it prioritizes a daily vocabulary of familiar words and idioms that do not exist in the SL but can use in the TL. Semantic translation differs from ‘faithful translation’ only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural soul) of the SL text, compromising on ‘meaning’ where appropriate so that no assonance, word play or repetition jars in the finished version. This method aims to reproduce the contents of the SL message, but often the impression of

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familiarity and use of idiomatic expressions which not found in the original version.

5. Adaptation Translation

Adaptation translation is the 'freest' form of translation. It used mainly for plays (comedies) and poetry the themes, characters, plots usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practice of having a lay or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have rescued period plays.

6. Free translation

Free translation procedures for the TL text without the style, form, or content of the original. Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, also called 'intra-lingual translation', often prolix and pretentious, and not translation at all.

In free translation, the translator attempted to make appropriate between context, time and place with the source language. If the result of the target language is seldom to find in target language, translators usually add their ideas to make the source language easy to understand by the original language of TL.

7. Idiomatic Translation

According to Newmark (1988) idiomatic translation reproduces the message of the original but distorts nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original.

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8. Communicative Translation

Communicative translation: it attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

Newmark (1988, p. 45) point out communicative translation is social, which concentrates on text messages, more concise and clear and translated with a natural style. Communicative translation is very faithful to the TL, so the translation is more towards the audience. Theoretically, communicative translation allows the translator no more freedom than semantic translation. In fact, it does, since the translator is serving a putative large and not well defined readership, whilst in semantic translation, he is following a single well-defined authority, i.e. the author of the SL text.

From the explanation above, the writer sum up that only semantic and communicative translation fulfill the two principal aims of translation, which accuracy. A semantic translation is written at the author's linguistic level, a communicative for informative and vocative text.

Kulsum (2012, p. 43) in her thesis point out the indicator for students' translation are:

1. Students can understand the information of the source language text reflected in the target language.
2. Students can translate into target language correctly.

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3. Students can apply the functional aspect of target language text in their translation.
4. Students can use sentence structure well.

3. Hortatory Exposition

There are a lot of text types in English. It can organize into two kinds, namely literary text and factual text. There are three dominant text types in the literary text, they are narrative, poetic and dramatic. Meanwhile, with text types as recount, explanation, hortatory, discussion, procedure, and response belong to factual texts. Hortatory exposition is one of factual text because it tells about factual in human life.

Hortatory exposition text is one of exposition genres. According to Siahaan and Shinoda (2008, p. 101) hortatory exposition text is a text functioning to persuade readers to do something for benefit of others. So we can conclude it that hortatory exposition text has a function to influence readers' thinking.

According to Gerot and Wignell (1994, p. 209) a hortatory exposition text comprises these following structures, as they are:

a. Thesis

Thesis is the announcement of concern

b. Arguments

Arguments contain of the reason of doing something

c. Recommendation

Recommendation is the statement of what ought to happen

In line with the statement above, Gerot and Wignell (1994, p. 210) also point out the language features of hortatory exposition text, below are following language features of hortatory exposition text:

- a. Focus on generic human and non-human participant, except for speaker or writer referring to self
- b. Use of:
 - 1) Mental Processes: to state what a writer thinks or feels about an issue, such as reality, feel, and appreciate.
 - 2) Material Processes: to state what happens for example: is polluting should be treated.
 - 3) Relation Process: to state what is or should be, for example: does not seem to have been.
- c. Use of simple present tense.

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4. The Correlation between Present Tense Understanding and Students' Ability in Translating Hortatory Exposition Text

The present tense is one of tenses often used because it is state activities that usually done. In line with Azar (2002, p. 2) said that simple present tense express event or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist.

Translation defines as a diversion of a text in source language (SL) with an equivalent text in target language (TL). It is a skill where the translator's identity can reflect into his opinion. Translation is a creative process that always gives a freedom or choice to the translator. (Catford, 1965, in Hartono, 2009). Translation is rendering the meaning of a source language (SL) text into the target language (TL) text. So, it is to ensure the SL meaning to be approximately similar with the TL. The structure will preserve as closely as possible (Newmark, 1988).

There are several translators who thought about kinds of translation such as setting literal and idiomatic translations into translation method. Here are kinds of translation positioned outside the translation method. The types are dynamic translation, pragmatic translation, aesthetic-poetic translation, ethnographic translation and linguistic translation (Hartono, 2009).

Hortatory exposition text is one of exposition genres. According to Siahaan and Shinoda (2008, p. 101) hortatory exposition text is a text functioning to persuade readers to do something for benefit of others. So it can conclude that hortatory exposition text has a function to influence readers' thinking.

In learning English process, the students have to master not only vocabulary but also grammar because grammar is essential as the rules of word to make meaningful. They find many kinds about English grammar such as verb, adverb,

non, pro-noun. Tenses are one of grammar, it is very important to clear in writing because tense to identity of time. Arsyad (2014, p.4) point out tense is used to show the relation between the action or state described by the verb and the time, which reflected in the verb's form. Understanding the tenses of English is one of the sectors that influence students' ability in translation. Thus they must master the tenses so that their translation is good.

In line with Freeman and Murcia, (1983, p. 2) asses that grammar affects the students' performance in all four skills: listening, speaking, reading and writing. As we know that translation is one of writing skill. To translate well in a foreign language, for example, the students must master the grammar and vocabulary and knowing how to arrange appropriately. Another thing that should highlight here is that text, to achieve the purpose, always represented through the use of vocabulary with a particular way of organizing words meaningfully.

Based on the description above, the writer would like to point out that to translate a text well, means that students can transfer the meaning from SL into TL well and readability without leaving misunderstanding and misinterpretation, understanding tense in this research is present tense is very significant. This is showing that the relationship between understanding in present tense and ability in translating text exists.

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B. The Relevant Research

To prove this research is qualified, the writer should be present for the research that is relevant. Relevant research means it will conduct some previous conducted by the other researchers which relevant to the research, as shown to support the research in same context.

Syafi'i (2007, p. 122) points out that relevant research required to observe some researchers conducted by other research in which they apply to our research. There are several research which have relevancy to the research, especially in introversion and writing area where the writer focuses on those are:

First, the research by Umi Kulsum (2016) entitled "The Correlation between Students' Vocabulary Mastery and Their Translation Ability at Vocational High School Dwi Sejahtera Pekanbaru". The design of this research was correlational research. She took 70 students as the sample of this research. The data analyzed by using product-moment correlation. Then in taking the sample, it used the writer total sampling by taking the population as the sample. In analyzing the data, the writer used product-moment formula through SPSS 16.00. The writer found that r_{null} was 0,946 and the r_{table} was 0,235 at the level of 5% and 0,306 at the level 1%, r_{null} is higher from r_{table} either at 5% or 1% level (H_0 rejected and H_a accepted) there is a significant correlation between students vocabulary mastery and translation ability of tenth grade of Vocational High School Dwi Sejahtera Pekanbaru. She concluded that there was a correlation between student's vocabulary and ability in translation.

Second, the research by Marita Safitri (2014) entitled The Correlation between Students' Past Tense Mastery and Their Ability In Translating Narrative Text at SMAN 1 Pagelaran. The method of this research was correlational research. The method of this research was correlational research. The data analyzed using r-Product moment. The result of r was 0.772. The value in 5% was 0.355 and in 1%

was 0.456. So, the result showed that there was a significant correlation between the students' past tense mastery and their ability in translating narrative texts of grade eleven students of SMAN 1 Pagelaran. Based on the result of the research, it was important both for the English teachers and the students to realize one factor that gave a positive contribution to the students' ability in translating narrative texts was their past tense mastery. She concluded that there was a correlation between students' past tense mastery and their ability in translating narrative text.

Third, the research by Triska Yuni Andayani (2017) entitled The Correlation between Six Semester Students' Grammar Mastery and Translation Ability of English Education Department at IAIN Tulungagung. The method of this research was correlational research. The data analyzed using Spearman Coefficient Correlation using SPSS 16.0 program. The result showed that the mean score of students' grammar mastery was 70.44. This score was on the level of 66-75. It stated that students' grammar mastery was fairly good categorization. Besides, the mean score of translation ability was 73.75. It was in the level of 66-75 which lies in fairly good categorization. The correlation value between the grammar mastery and translation ability appeared from the computation calculation by SPSS 16.0 showed 0.665. The score lies in the interval of 0.60-0.799; it show that the correlation of both variables was high. Based on the result of the research, the alternative hypothesis (H_a) that stated there is a significant correlation between sixth semester students' grammar mastery and translation ability accepted. Automatically the H_0 rejected.

Based on the previous research above, there are some similarities with the theoretical this research. The similarities are about the variable and research method. Meanwhile, the differences are about the operational concept, school location and the value of r count in the result.

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The Operational Concept

Syafi'i (2013, p. 94) points out the operational concept derived from related theoretical concepts on all the variables that should be practically and empirically operated in academic writing of a research paper. In this research, there are will be two variables in analyzing the problem:

The indicators of variable x (students' understanding in present tense) are as follows (Soraya, 2012, p. 27):

- a. The students can identify the verb form for first singular and plural person as subject.
- b. The students can identify the verb form for second singular and plural person as subject.
- c. The students can identify the verb form for third singular and plural person as subject.
- d. The students can identify the verb be form.
- e. The students can identify the adverb of time.

The indicators of variable y (students' translating hortatory exposition text ability) are as follows (Kulsum, 2012, p. 43):

1. Students can understand the information of source text reflected in the target language.
2. Students can translate into the target language correctly.
3. Students can apply the functional aspect of target language text in their translation.
4. Students can use sentence structure well

D. Assumption and Hypothesis

1. Assumption

Before starting the hypothesis as a temporary answer to the problems, the writer would like to present some assumption of this research:

- a) Every student has a different level of understanding present tense.
- b) Every student has a different level of translating hortatory exposition text ability.
- c) The better the students in understanding present tense, the better the students' ability in translating hortatory exposition text they will achieve.

2. Hypothesis

Based on the assumption above, the hypothesis of this research can form:

a. The Null Hypothesis (Ho)

Ho: There is no significant correlation between students' understanding in present tense and their ability in translating hortatory exposition text at the eleventh grade of State Senior High School 3 Tapung Hulu.

b. Alternative Hypothesis (Ha)

Ha: There is a significant correlation between students' understanding in present tense and their ability in translating hortatory exposition text at the eleventh grade of State Senior High School 3 Tapung Hulu.

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CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

The method that used in this research was correlation method. The method used to find out the correlation between students' understanding in present tense and their ability in translating hortatory exposition text.

According to Anderson and Keith (1997) in Creswell (2012, p.38) this research method allows the writer to predict an outcome, such as the prediction that ability, quality of schooling, students' motivation, coursework influence students achieve.

Correlation technique intended to answer three questions about two variables or two sets of data. Cohen (2007, p.530) stated that it has developed correlation procedures so zero represents that no relationship whatever (0.00).

B. The Location and Time of The Research

This research conducted at State Senior High School 3 Tapung Hulu. It was on Pendidikan Street, Tapung Hulu Subdistrict, Kampar Regency, Riau Province. This research conducted on March to April 2018/2019 of an academic year.

C. The Subject and Object of the Research

1. Subject of the Research

The subject of this research was the eleventh grade students at State Senior High School 3 Tapung Hulu in 2018/2019 academic year.

2. Object of the Research

The object of this research was understanding in present tense and translation hortatory exposition text.

D. The Population and the Sample of the Research

1. Population of the Research

The population in this research was the students from eleventh grade at State Senior High School 3 Tapung Hulu. The total number of this population was 121 students. Below is the number of the population in academic year 2018/2019.

Table III.1

The Students Population at State Senior High School 3 Tapung Hulu.

No.	Classes	Number Of Students
1	XI IPA	42
2	XI IPS1	39
3	XI IPS2	40
	Total	121

2. The Sample of the Research

In determining the sample, the writer stipulated the students at an eleventh grade of State Senior High School 3 Tapung Hulu as the population. Then, the writer used a simple random sampling technique to get the sample. The technique was a probability sampling procedure that gave every element in the target population an equal chance to select and produced representative samples.

According to Ary and et al. (2010, p.150) stated that the basic characteristic of simple random sampling is that all members of the population have an equal and independent chance of being included in the random sample.

The steps in random sampling comprise:

1. Define the population
2. List all members of the population
3. Select the sample by employing a procedure where sheer chance determines which members on the list drawn for the sample.

Sing, (2006, p. 86) said that a simple random sample is one in which each element of the population has an equal and independent chance of being included in the sample., i.e. A sample selected by randomization method known as simple-random sample, and this technique is simple random sampling.

According to Arikunto (2010, p. 126) if the population is over 100, the researcher can take 10%-15% or 20-25% or more from it. So in this research,

the writer took 29 students as the sample of this research which takes 25% of population.

Table III.2

The Sample of the Research

No.	Classes	Population	Sample (25%)
1	XI IPA	42	10
2	XI IPS1	39	9
3	XI IPS2	40	10
	Total	121	29

E. The Technique of Collecting Data

1. Test

To collect the data from a sample on this research, the writer provided two kinds of tests, namely present tense test and Indonesian-English translation test to get the data or information and to measure students' ability. It will explain more detail:

a) Present Tense Understanding Test

In this research, to find out how students' understanding in present tense, the writer used multiple choices as a technique. The reason for using multiple-choice items was they are undoubtedly one of the most commonly used types of item in objective test. The questions comprise 20 multiple choices

item test. The items of the test constructed based on the indicators of understanding in present tense. In measuring the score, the writer used the scale from Arikunto (2006, p. 245):

Table III.3

The Scale of the Students' Understanding in Present Tense

No	Score	Category
1	80-100	Very good
2	66-79	Good
3	56-65	Enough
4	40-45	Less
5	30-39	Fail

b) Translation Test

To collect the data on students' ability in translation, the writer used to writing test. The writer asked the students to translate hortatory exposition text from Bahasa Indonesia into English. The scoring process finish by two raters who acted out of the writer, they were Mrs. Rizki Amelia, M. Pd and Mrs. Melgis Dilkawati, M. Pd.

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2. The Validity and Reliability of the Instrument

To get the data from respondents, the writer made try out the vocabulary test to determine the validity and reliability of the instrument.

a. Validity of Present Tense Instrument

In validity of the instrument, the test was not too easy and not was too difficult. According to Arikunto (2006, p. 205) the standard level of difficulty is $0,30 \leq$ and $\leq 0,70$. It means that the items accepted if the level of difficulty is below 0.30 (too difficult) and over 0.70 (too easy). Arikunto (2006, p. 208) point out the formula of each item with difficulty:

$$P = \frac{B}{JS}$$

Note :

P: Index of difficulty or facility

B: The number of correct answers

JS: The number of examiners or students

The formula above was used to find out the difficulties of each item test that writer gave to respondents. The items that did not reach the standard level of difficulty excluded from the test, and they changed with the extra items that were appropriate. Then, the proportion represented by P, whereas the proportion incorrectly represented by Q.

Table III.4

The Students can identify the verb form the first singular and plural person as a subject in simple present tense

Variable	Appropriate verb form the first singular and plural person as subject in simple present tense				N
Item No.	1	6	11	16	29
Correct	20	14	16	16	
P	0.68	0.48	0.55	0.55	
Q	0	0.2	0.13	0.13	

Based on table above, it shows the proportion of correct answer. For the item number 1 shows the proportion of the correct 0.68, item number 6 shows the proportion of the correct 0.48, item number 11 shows the proportion of the correct 0.55, item number 16 shows the proportion of the correct 0.55. Based on the standard level of difficulty, "P" >0.30 and <0.70 . It pointed out that the item difficulties in the average of each item number for identifying the verb form the first singular and plural person as a subject in simple present tense accepted.

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Table III.5

The Students can identify the verb form for third singular and plural person as a subject in simple present tense

Variable	Appropriate verb form for third singular and plural person as subject in simple present tense				N
Item No.	3	7	12	17	29
Correct	14	19	14	12	
P	0.48	0.65	0.48	0.41	
Q	0.2	0.03	0.2	0.27	

Based on table above, it shows the proportion of correct answer. For the item number 3 shows the proportion of the correct 0.48, item number 7 shows the proportion of the correct 0.65, item number 12 shows the proportion of the correct 0.48, item number 17 shows the proportion of the correct 0.41. Based on the standard level of difficulty, "P" >0.30 and <0.70. It pointed out that the item difficulties in the average of each item number for identifying the verb form the first singular and plural person as a subject in simple present tense accepted.

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Table III.6

The Students can identify the auxiliary verb in simple present tense

Variable	identify the auxiliary verb in simple present tense				N
Item No.	2	8	13	18	29
Correct	15	20	15	13	
P	0.51	0.68	0.51	0.44	
Q	0.17	0	0.17	0.24	

Based on table above, it shows the proportion of correct answer. For the item number 2 shows the proportion of the correct 0.51, item number 8 shows the proportion of the correct 0.68, item number 13 shows the proportion of the correct 0.51, item number 18 shows the proportion of the correct 0.44. Based on the standard level of difficulty, "P" >0.30 and <0.70 . It pointed out that item difficulties in the average of each item number for identifying the auxiliary verb in simple present tense accepted.

Table III.7

The students can identify adverb of time in simple present tense

Variable	to identify adverb of time in simple present tense				N
Item No.	4	9	14	19	29
Correct	13	10	15	20	
P	0.44	0.34	0.51	0.68	
Q	0.24	0.34	0.17	0	

Based on table above, it shows the proportion of correct answer. For the item number 4 shows the proportion of the correct 0.44, item number 9 shows the proportion of the correct 0.34, item number 14 shows the proportion of the correct 0.51, item number 19 shows the proportion of the

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correct 0.68. Based on the standard level of difficulty, “P” >0.30 and <0.70. It pointed out that the item difficulties in the average of each item number for identifying adverb of time in simple present tense accepted.

Table III.8

The students can identify nominal and verbal sentences in simple present tense.

Variable	identify nominal and verbal sentences in simple present tense.				N
Item No.	5	10	15	20	29
Correct	16	18	13	11	
P	0.55	0.62	0.44	0.37	
Q	0.13	0.06	0.24	0.31	

Based on table above, it shows the proportion of correct answer. For the item number 5 shows the proportion of the correct 0.55, item number 10 shows the proportion of the correct 0.62, item number 15 shows the proportion of the correct 0.44, item number 20 shows the proportion of the correct 0.37. Based on the standard level of difficulty, “P” >0.30 and <0.70. It pointed out that item difficulties in the average of each item number for identifying nominal and verbal sentences in simple present tense accepted.

b. Validity of Translation Instrument

The test used to the students’ translation ability should be valid and reliable. The test can be can be valid if it measures accurately whether the test is appropriate, meaningful, and useful (Huges, 2003). In this research, the writer used content validity to know the validity of the translation ability test. Test has content validity if the test is appropriate with the lesson that taught in the class. The material of the test took from the syllabus of the eleventh grade at State Senior High School 3 Tapung Hulu.

c. Reliability of Understanding Present Tense test

A test must be reliable as a measuring instrument. Reliability is the degree to which the test consistently measures whatever it is measuring. The mean and standard deviation of the test must have known for obtaining the reliability of the test. As Gay (2000) stated, that reliability is the degree to which a test consistently measures whatever it is measuring. It reflected in the getting how far the test can measure the same object on a unique occasion, showing the similar result.

The table below is the categories of reliability test used in determining the level of the reliability of the test. (Tinambunan in Kulsum. 2016).

Table III.9

The Level of Reliability

No	Reliability	Level of Reliability
1	0.0-0.20	Low
2	0.21-0.40	Sufficient
3	0.41-0.70	High
4	0.71-0.1.0	Very high

For x variable (understanding present tense), the writer gave the tryout to 29 students. After getting the result, the writer used Cronbach's alpha formula to find out the reliability of the test through SPSS 22.00.

Table III.10

The Reliability of Students' Understanding in Present Tense

Cronbach's Alpha	N of Items
0.320	20

From the table above, the value of *Cronbach's Alpha* is 0.320. It means that the items of the test were sufficiently reliable.

d. Reliability of Translation Test

In this test, the writer used inter-rater reliability formula because the writer used two raters in assessing and giving the score of the students' ability in translating hortatory exposition text. The score given by rater 1 correlated two scores given by rater 2 and the writer analyzed it using Pearson product moment. In statistic, the Pearson product-moment correlation coefficient is a statistic that measures linear correlation between two variables x and y , in this research variable x is students understanding in simple present tense and variable y is students' ability in translating hortatory exposition text. It has a value between +1 and -1, where 1 is total positive linear correlation, 0 is no linear correlation and -1 is total negative linear correlation. It concluded that Pearson coefficient is the covariance of the two variables divided by the product of their standard deviations. The following table describes the correlation between scores given by rater 1 and rater 2 by using Pearson Product Moment through SPSS 22.00 version.

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Table III.11

The Correlation Score between 2 Raters

		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	0.608**
	Sig. (2-tailed)		0.000
	N	29	29
Rater 2	Pearson Correlation	0.608**	1
	Sig. (2-tailed)	0.000	
	N	29	29

** . Correlation is significant at the 0.01 level (2-tailed).

From the table of III.10, the correlation score between rater 1 and rater 2 was 0.608. To find out the effect size of the two variables, according to Pallants (2010, p. 21) the formula follows: Coefficient effect = $r^2 \times 100\%$, r = Pearson correlation $(0.608)^2 \times 100\% = 36.9\%$ (0.36%).

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Table III.12

The Reliability of Translation Ability Test

Cronbach's Alpha	N of Items
0.756	2

From the table above, the value of *Cronbach's Alpha* is 0.756. It means that the items of the test were very high reliable.

F. The Technique of Analyzing Data

The independent variable (X) and dependent variable (Y) are two variables correlated. In analyzing the data, the writer used product-moment correlation as the formula because the data of the two variables above were in interval form because the writer used the score of variable X and the score of variable Y. According to Hartono (2007, p. 167) if the variables are connected in interval form and the spread of the data is in normal distribution, the suitable formula is product-moment correlation. In analyzing the data of the students' understanding in present tense and their ability in translating hortatory exposition text, the writer analyzed it statistically.

Then, to find out whether there is a correlation between students' understanding in present tense and their ability in translating hortatory exposition text, the writer used the Pearson Product-Moment Correlation Coefficient (r) by using SPSS 22.0 Program. Pallants (2010, p. 129) point out if the significance 2-tailed value is bigger than 0.05 ($p > 0.05$) this shows that there is no violation of the assumption of equality of variance and that equal variances assumed for the variable concerned. Then, if the significance 2-tailed value is smaller than 0.05 ($p < 0.05$) this shows that there violates the assumption of equality of variance and that equal

variances assumed for the variable concerned in the process of data analysis, the writer used SPSS (statistical package for the society science) program 22.00 program.

Then, to determine the level of correlation between the two variables, the writer used the following categories from Hartono (2008, p.80)

Table III.13

Interpreting Correlation Coefficient

No.	Coefficient Interval	Level of Correlation
1	0.00-0.200	Very low
2	0.200-0.400	Low
3	0.400-0.700	Medium
4	0.700-0.900	Strong
5	0.900-1.000	Very strong

Finally, to find out the correlation size of the two variables, the writer used the following formula. Pallants (2010, p. 21) stated that the formula was used as follows:

Table III.14

The Formula of Correlation Effect

$$\text{Correlation effect} = r^2 \times 100\%$$

$$r = \text{pearson correlation}$$

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research conducted to find out whether there is a significant correlation between students' understanding in present tense and their translation ability or not. Based on what have discussed, presented and analyzed in the previous chapter, the writer concludes that:

1. Most of the students' understanding in present tense is good. The mean of students' understanding in present tense is 70.17 (29 students) are in good level.
2. Most of the students' translating hortatory exposition text ability is good. The mean of the students' translating hortatory exposition text ability is 73.79 (29 students) are in good level.
3. There is a significant correlation between students' understanding in present tense and their ability in translating hortatory exposition text at the eleventh grade of State Senior High School 3 Tapung Hulu. From the score of the correlation coefficient is 0.786 is bigger than the r table in 5% (0.376) and 1% (0.470).

B. Suggestion

Based on all explanations and conclusions above, the writer intends to give some suggestion related to English teaching learning and the future studies. The writer proposes some suggestions:

1. Suggestions for English teachers:

- a) The teachers of English at State Senior High School 3 Tapung Hulu should give more attention and motivate the students to understanding tenses. Here is simple present tense.
- b) The teachers should give more responsibilities to the students and focus on students' learning process. The more students responsible on their own job, the more they could finish the job well, because their own successful would be in their own hands.

2. Suggestions for students:

- a) It should interest students in studying English and know the benefits of English language for their future.
- b) Students should have a good understanding in tenses before doing translation works. The students can practice with the other text to improve their translation ability from Indonesia to English and vice versa.

3. For the further researcher:

- a) They expected to conduct research that is a similar to type that should finish with greater population to gain a wider generalization.



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APPENDIXES

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APPENDIX 1

The Research Instrument

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Hak Cipta Dilindungi Undang-Undang

RESEARCH INSTRUMENT

SIMPLE PRESENT TENSE UNDERSTANDING

Respondent :

Directions :

1. This test used for a scientific research.
2. The result of your test does not influence your grade.
3. Write down your answer on the provided answer sheet by giving (x) mark.
4. These questions are multiple choices.
5. You have 60 minutes to answer this test.
6. Choose the correct answer by crossing the option A, B, C, or D in the answer sheet.

1. I letters to Andi.

- a. Write
- b. Writes
- c. Wrote
- d. Writing

2. Q : Do you like to sing?

A :

- a. Yes, I likes to sing
- b. Yes. I like to sing
- c. Yes, I am like to sing
- d. Yes, I liked to sing

3. He.....a book.

- a. Buys
- b. Buy
- c. Buying

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4. She.....her dog everyday.

- To feed
- Feed
- Feeds
- Feeding

5.a student.

- Do
- Is
- Are
- Am

6. Q : How do you go to school?

A : We.....the bus to school.

- Rode
- Ride
- Ridden
- Riding

7. My father neverlies

- Tell
- Tells
- Telling
- Teller

8. Zayn a very thick book about Indonesian History.

- Has
- Have
- Had
- Hid

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9. You.....a cake today.

- Makes
- Making
- Make
- Made

10. How many studentsin the class now?

- Is
- Are
- Does
- Do

11. Weto Jogja this holiday.

- Going
- Go
- Went
- Goes

12. Nadiathe piano every day.

- Practice
- Practices
- Practicing
- Practiced

13. I.....always.....to the dentist.

- Do not / go
- Does not / go
- Do not / went
- Does not / went

14. I usuallymy evenings with my friends.

- Spends
- Spend

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15. c. Spent
d. Spending
15. A doghave five feet.
a. Does not
b. Does
c. Did
d. Did not
16. Q : Do you like to sing?
A :
a. Yes, I likes to sing
b. Yes. I like to sing
c. Yes, I am like to sing
d. Yes, I liked to sing
17. Hamstersall night.
a. Runs
b. Running
c. Run
d. Ran
18. Q : Do you know how to a cake?
A : No, I don't
a. Baker
b. Bakes
c. Bake
d. Baked
19. I usuallymy evenings with my friends.
a. Spends
b. Spend
c. Spent
d. Spending



UIN SUSKA RIAU

20. Ihappy to hear that!

- a. Is
- b. Are
- c. Am
- d. Does

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RESEARCH INSTRUMENT

TRANSLATING HORTATORY EXPOSITION TEXT

Respondent :

Directions :

1. This test used for a scientific research.
2. The result of your test does not influence your grade.
3. Write down your answer on provided sheet by translating the text into English below.

Manfaat Tidur Siang

Dalam sebuah studi, peserta yang tidur siang secara teratur selama 10, 20, dan 30 menit dapat meningkatkan kinerja mereka dalam tes kognitif memori dan tes kewaspadaan yang dilakukan dalam dua setengah jam berikutnya.

Penelitian NASA pada pilot militer dan astronot yang mengantuk menemukan bahwa tidur siang selama 40 menit meningkatkan kinerja sebesar 34 persen dan kewaspadaan 100 persen.

Tidur siang juga membantu membersihkan informasi dari area penyimpanan sementara otak Anda, menyiapkannya agar informasi baru dapat diserap.

Jadi, Anda harus mulai tidur siang setiap hari. Kebanyakan ahli merekomendasikan tidur siang selama 10 hingga 20 menit.

The Blueprint of Present Tense Understanding Test

Indicator of Items	Items Number
Students are able to identify the appropriate verb form for first singular and plural person as subject in simple present tense.	1,6,11,16
Students are able to identify the appropriate verb form for third singular and plural person as subject in simple present tense.	3,7,12,17
Students are able to identify the auxiliary verb in simple present tense.	2,8,13,18
Students are able to identify adverb of time in simple present tense.	4,9,14,19
Students are able to identify nominal and verbal sentences in simple present tense.	5,10,15,20

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APPENDIX 2

The Translation Rubric

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Translation Rubric

Built by : iRubric
 Code Rubric : L388XC
 URL : <https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=L388XC>
 Categories : Translate a piece of writing
 Subject : English Foreign Language
 Grade Level : 9-12

	Poor 5pts	Fair 10pts	Good 15pts
Content	The translation does not explain the original author's main points, but only some of them. Many ideas are left out.	The translation does explain all the points the original author makes, but is incomplete or confusing.	The translation hits all major points the original author makes. The translation completely renders every idea and does not leave anything out.
Presentation	Sloppy handwriting, cross outs and white out used, and the presentation looks rushed with many mistakes.	It is clear and neat, but it looks unprofessional - pictures are sloppy, handwriting is sloppy	The presentation looks like it has gone through 2 or more drafts. There are no cross outs and the handwriting is clear and can be easily understood.
Mechanics	There are many spelling and grammar errors. Commas, periods, and quotation marks are left out. Capital letters are used incorrectly.	There are some spelling and grammar errors, but the author uses commas, periods, and quotation marks correctly most of the time.	There are no spelling mistakes, no grammar mistakes, and all punctuation is used correctly.

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APPENDIX 3

The Score Transcription

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The Score of Students' Understanding in Present Tense

No.	Respondents	Score	Category
1	Student 1	65	Good
2	Student 2	75	Good
3	Student 3	95	Very Good
4	Student 4	70	Good
5	Student 5	45	Less
6	Student 6	60	Good
7	Student 7	70	Good
8	Student 8	80	Very Good
9	Student 9	70	Good
10	Student 10	70	Good
11	Student 11	55	Less
12	Student 12	80	Very Good
13	Student 13	75	Good
14	Student 14	50	Less
15	Student 15	80	Very Good
16	Student 16	75	Good
17	Student 17	70	Good
18	Student 18	85	Very Good
19	Student 19	60	Enough
20	Student 20	50	Less
21	Student 21	70	Good
22	Student 22	70	Good
23	Student 23	85	Very Good
24	Student 24	65	Enough
25	Student 25	85	Very good
26	Student 26	75	Good
27	Student 27	75	Good
28	Student 28	55	Enough
29	Student 29	75	Good
Total		2035	

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The Students' Score of Translation Ability

No.	Respondents	Score	Category
1	Student 1	65	Good
2	Student 2	82	Very good
3	Student 3	80	Enough
4	Student 4	69	Good
5	Student 5	50	Good
6	Student 6	77	Good
7	Student 7	75	Good
8	Student 8	78	Good
9	Student 9	75	Good
10	Student 10	75	Good
11	Student 11	69	Good
12	Student 12	85	Good
13	Student 13	75	Good
14	Student 14	60	Good
15	Student 15	85	Good
16	Student 16	75	Good
17	Student 17	75	Good
18	Student 18	73	Good
19	Student 19	74	Good
20	Student 20	60	Good
21	Student 21	77	Good
22	Student 22	76	Good
23	Student 23	80	Good
24	Student 24	77	Good
25	Student 25	80	Good
26	Student 26	74	Good
27	Student 27	72	Good
28	Student 28	65	Very good
29	Student 29	82	Very good
Total		2140	
Mean		73.79	

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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APPENDIX 4

The Answer Sheet

UIN SUSKA RIAU

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

- Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

SMAN 3 TAPUNG HULU
STUDENTS' UNDERSTANDING IN PRESENT TENSE

Score

Name : Rani Wulandari

Class : VI IPA

Subject : Inggris

Fill in the space that corresponds to the letter of the answer you have chosen by sign (x)!

NO	A	B	C	D	NO	A	B	C	D
1	X				16				X
2		X			17				X
3		X			18				X
4			X		19		X		
5				X	20			X	
6				X					
7		X							
8			X						
9			X						
10		X							
11		X							
12			X						
13	X								
14			X						
15	X								

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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SMAN 3 TAPUNG HULU
STUDENTS' UNDERSTANDING IN PRESENT TENSE

Score

Name : TRI SEPTIAD PRATIWI

Class : XI IPA

Subject : B. Ing

Fill in the space that corresponds to the letter of the answer you have chosen by sign (x)!

NO	A	B	C	D	NO	A	B	C	D
1				X	16		X		
2		X			17			X	
3				X	18		X		
4			X		19		X		
5			X		20			X	
6		X							
7				X					
8	X								
9			X						
10		X							
11		X							
12		X							
13	X								
14		X							
15	X								

SMAN 3 TAPUNG HULU

STUDENTS' ABILITY IN TRANSLATING HORTATORY EXPOSITION TEXT

Name: Riza Lulandari

Class: XI IPA

Subject: E. Inn

Score

Write down your answer by translating the text into English

THE BENEFIT OF AN AFTERNOON
NAP

In a study, participant who take a nap regularly for 10, 20, and 30 mins can improve their performance in cognitive test of memory and vigilance, conducted in the subsequent two and a half hours.

Nasa study on sleepy military pilots and astronauts found that 40 minutes ~~nap~~ nap can improve performance 34% and alertness 100%.

Taking a nap also helps to clear information out of your brain temporary areas and help to prepare to ~~add~~ absorb new information.

So, you must start take a nap ~~every~~ daily. Most experts recommend a nap 10 to 20 mins.

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

SMAN 3 TAPUNG HULU

STUDENTS' ABILITY IN TRANSLATING HORTATORY EXPOSITION TEXT

Name: TEI SEPTIAN PRATIWI

Class : XI IPA

Subject : B. Ing

Score

Write down your answer by translating the text into English.

The Benefit of An Afternoon Nap

In a study, participants who take a nap for 10, 20, 30 minutes can improve their performance on cognitive test of memory and awareness test on next two and a half hour.

NASA's study on sleepy military pilot and astronaut found that take a nap for 40 minutes can improve their performance 34% and awareness 100%.

Napping also helps cleaning ~~deleting~~ information from temporary storage in your brain and prepares it so that new information can be added.

So, you have to take a nap everyday. Most experts recommend nap for 10 - 20 minutes.

APPENDIX 5

The Syllabus

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	percapaian transaksi interpersonal (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan marah, dan menyatakan perasaan jengkel	<i>narrative texts</i>	disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	<ul style="list-style-type: none"> • Berorientasi optimis). • Berorientasi pada tugas (bermotivasi, tekun/abah, bertekad, enerjik). • Pengambil rasiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Mengidentifikasi berbagai ungkapan menyatakan perasaan beserta responnya secara berkelompok. • Mendengarkan percakapan interpersonal transaksional melalui tape secara klasikal • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok 	<ul style="list-style-type: none"> • Menyatakan perasaan malu • Merespon tindak tutur menyatakan perasaan malu • Mengidentifikasi makna tindak tutur menyatakan perasaan marah • Merespon tindak tutur menyatakan perasaan marah • Mengidentifikasi makna tindak tutur menyatakan perasaan jengkel • Merespon tindak tutur menyatakan perasaan jengkel 	<p>(PG dan Uraian)</p> <p>Quiz</p> <p>Tugas</p>	2 x 45	Competencies for Grade XI Senior High School (SMA/MA) Tape Kamus Kasat/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet
8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari	8.1 Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima	<ul style="list-style-type: none"> • <i>Responding to expressions of congratu-lating and compli-menting</i> • <i>Responding to narrative texts</i> 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/abah, bertekad, enerjik). • Pengambil 	<ul style="list-style-type: none"> • Mendengarkan sebuah pengumuman lisan. • Mendiskusikan isi teks yang didengar secara berpasangan. • Mendiskusikan bentuk bahasa 	<ul style="list-style-type: none"> • Mengidentifikasi topik sebuah teks fungsional pendek yang didengar • Mengidentifikasi informasi tertentu teks yang didengar • Mengidentifikasi tujuan komunikasi teks fungsional 	Tertulis	1 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Tape Kamus

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk <i>narrative</i>, <i>spoof</i>, dan <i>hortatory exposition</i></p>	<p>• <i>Responding to expressions of congratulations and complimenting</i></p> <p>• <i>Responding to narrative texts</i></p>	<p>• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</p>	<p>• Percaya diri (keteguhan hati, optimis).</p> <p>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).</p> <p>• Pengambil resiko (suka tantangan, mampu memimpin)</p> <p>• Orientasi ke masa depan (punya perspektif untuk masa depan)</p>	<p>• Mendengarkan sebuah <i>narrative/proof</i> <i>ortatory exposition</i> secara klasikal.</p> <p>• Mendiskusikan isi teks yang didengar secara berpasangan.</p> <p>• Melakukan <i>care building</i> berdasarkan kelompok-pro dan kontra.</p>	<p>• Mengidentifikasi main idea dari teks <i>hortatory exposition</i> yang didengar</p> <p>• Mengidentifikasi tokoh dari cerita yang didengar</p> <p>• Mengidentifikasi kejadian dalam teks yang didengar</p> <p>• Mengidentifikasi bagian cerita yang lucu</p> <p>• Mengidentifikasi solusi dalam sebuah cerita yang didengar</p> <p>• Mengidentifikasi kasus yang didengar</p> <p>• Mengidentifikasi argumen yang</p>	<p>Tertulis (PG dan Uraian)</p> <p>Tugas</p> <p>Quiz</p>	<p>1 x 45</p> <p>2 x 45</p> <p>1 x 45</p>	<p>Kaset/CD</p> <p>Tape/CD</p> <p>Player</p> <p>OHP/LCD</p> <p>Foto/Poster</p> <p>Gambar</p> <p>Koran berbahasa Inggris</p> <p>Majalah</p> <p>Internet</p> <p>Developing English Competencies for Grade XI Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD</p> <p>Player</p> <p>OHP/LCD</p> <p>Foto/Poster</p> <p>Gambar</p> <p>Koran berbahasa Inggris</p> <p>Majalah</p> <p>Internet</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Berbicara 9. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari	9.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih	• <i>Congratulating and complimenting</i>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Bermain peran secara berkelompok 	<ul style="list-style-type: none"> • Menggunakan tindak tutur menyatakan sikap terhadap sesuatu • Merespon tindak tutur menyatakan sikap terhadap sesuatu • Menggunakan tindak tutur menyatakan perasaan cinta • Merespon tindak tutur menyatakan perasaan cinta • Menggunakan tindak tutur menyatakan perasaan sedih • Merespon tindak tutur menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih 	Performans	6 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
	9.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things</i>	• <i>Performing a monologue of a narrative text</i>	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu,	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, 	<ul style="list-style-type: none"> • Bermain peran secara berkelompok 	<ul style="list-style-type: none"> • Menggunakan tindak tutur menyatakan perasaan malu • Merespon tindak tutur menyatakan 	Tertulis (PG dan Uraian)	1 x 45 2 x 45	Developing English Competencies for Grade XI Senior



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. P

1. Dila

Hak Ci

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Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penguasaan Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	sehari-hari		lingkungan, peduli sosial, tanggung jawab	memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)					Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet
	10.2 Mengungkapkan makna dalam esai dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>	<ul style="list-style-type: none"> • <i>Congratulating and complimenting</i> • <i>Performing a monologue of a narrative text</i> 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pangambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Mendongeng • Melakukan debat secara berkelompok 	<ul style="list-style-type: none"> • Menggunakan kalimat <i>past continuous</i> dalam <i>spoof</i> • Melakukan monolog berbentuk <i>narrative</i> • Melakukan monolog berbentuk <i>hortatory exposition</i> • Menggunakan modal "<i>should</i>" untuk menyampaikan saran • Melakukan debat 	Tugas Performans	4 x 45 4 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet
Membaca 11.1 Memahami makna	11.1.1 Merespon makna dalam teks fungsional	<ul style="list-style-type: none"> • <i>Identifying meanings and inferring a main idea</i> 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis) 	<ul style="list-style-type: none"> • Membaca nyaring bermakna sebuah <i>hortatory exposition</i> 	<ul style="list-style-type: none"> • Membaca nyaring bermakna wacana <i>hortatory exposition</i> 	Performans	1 x 45	Developing English Competencies

dan suatu masa

arif Kasim

Hak Cipta D

1. Dilarang

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Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
pendek dan esai berbentuk <i>narrative, spoof</i> dan <i>hortatory</i> dan <i>exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	pendek (misalnya <i>banner, poster, pamphlet</i> , dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	<i>narrative text</i>	keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	<ul style="list-style-type: none"> Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<p><i>pamphlet</i> secara individu</p> <ul style="list-style-type: none"> Mendiskusikan isi teks yang dibaca secara berpasangan. Mendiskusikan ciri-ciri gramatikal yang digunakan dalam teks yang dibaca secara berkelompok. 	<p>dibahas dengan ucapan dan intonasi yang benar</p> <ul style="list-style-type: none"> Mengidentifikasi topik dari teks yang dibaca Mengidentifikasi informasi tertentu dari <i>banner, poster, pamphlet</i> 	<p>Tertulis (PG dan Uraian)</p> <p>Quiz</p> <p>Tugas</p>	<p>1 x 45</p> <p>2 x 45</p>	<p>es</p> <p>for Grade XI Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD Player</p> <p>OHP/LCD</p> <p>Foto/Poster</p> <p>Gambar</p> <p>Koran berbahasa Inggris</p> <p>Majalah</p> <p>Internet</p>
11.2 Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks	11.2 Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks	<ul style="list-style-type: none"> Reading <i>narrative texts</i> 	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Membaca nyaring bermakna teks <i>exposition</i> secara individu Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. Berlatih menggunakan kalimat yang menyatakan argumen dan saran 	<ul style="list-style-type: none"> Mengidentifikasi makna kata dalam teks yang dibaca Mengidentifikasi makna kalimat dalam teks yang dibaca Mengidentifikasi setting dalam sebuah cerita narasi Mengidentifikasi komplikasi dalam sebuah cerita narasi Mengidentifikasi 	<p>Performans</p> <p>Tertulis (PG dan Uraian)</p> <p>Tugas</p> <p>Quiz</p>	<p>2 x 45</p> <p>4 x 45</p> <p>2 x 45</p>	<p>Developing English Competencies</p> <p>es</p> <p>for Grade XI Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD Player</p> <p>OHP/LCD</p> <p>Foto/Poster</p>

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	berbentuk <i>narrative, spoof, hortatory exposition</i>			perspektif untuk masa depan)		<ul style="list-style-type: none"> kejadian dalam teks yang dibaca Mengidentifikasi kasus yang dibahas dalam teks Mengidentifikasi argumen yang diberikan Mengidentifikasi saran yang diberikan Mengidentifikasi langkah-langkah retorika dari teks Mengidentifikasi tujuan komunikasi teks dibaca 			Gambar Koran berbahasa Inggris Majalah Internet
Menulis	12.1 Mengungkapkan makna dalam teks fungsional pendek (misalnya <i>banner, poster, pamphlet, dll</i>) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	<ul style="list-style-type: none"> <i>Developing a paragraph of a narrative text based on the pictures</i> 	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Barorientasi pada tugas (bermotivasi, tekun/tabah, berkead, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Menuliskan sebuah <i>banner, poster, pamphlet</i> secara berkelompok dan di lingkungan sekolah Mempublikasikan di lingkungan sekolah 	<ul style="list-style-type: none"> Menggunakan tata bahasa, kosakata, tanda baca, ejaan, dan tata tulis dengan akurat Menulis gagasan utama Mengelaborasi gagasan utama Membuat <i>draft</i>, merevisi, menyunting Menghasilkan <i>banner, poster, atau pamphlet</i> 	Tugas Unjuk kerja	2 x 45	Developing English Competencies for Grade XI Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa



Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	12.2 Mengungkapkan makna dan langkah retorika dalam esai dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>	<ul style="list-style-type: none"> <i>Writing narrative texts</i> 	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin). Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Membuat terjemahan teks <i>exposition</i> dengan melakukan <i>chain writing</i>. Melakukan koreksi teman sejawat 	<ul style="list-style-type: none"> Menggunakan kalimat <i>poor continuous</i> dalam menulis <i>spoof</i> Menggunakan kalimat <i>kompleks</i> dalam membuat sebuah cerita Menggunakan kalimat <i>simple present tense</i> untuk menulis teks <i>hortatory exposition</i>. Menghasilkan teks berbentuk <i>spoof</i> 	Tugas Unjuk kerja	2 x 45 2 x 45	Inggris Majalah Internet Developing English Competencies for Grade XI Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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APPENDIX 6

The Letters

UIN SUSKA RIAU



**PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SMAN 3 TAPUNG HULU**

Kantor
Dinas
Pendidikan

Jl. Pendidikan No. 3 Pekanbaru
Telp: (0756) 411 1980
Fax: (0756) 411 1981

Kantor
Dinas
Pendidikan

Jl. Pendidikan No. 3 Pekanbaru
Telp: (0756) 411 1980
Fax: (0756) 411 1981



Nomor : 422/SMAN3.TH/IV/2019/.....

Lampiran : -

Hai : Keterangan Melakukan Riset

Kepada Yth,

Dekan Fakultas Tarbiyah dan Keguruan

Universitas Islam Negeri Sultan Syarif Kasim Riau

Di

Pekanbaru

Dengan hormat,

Kepala SMAN 3 Tapung Hulu dengan ini menyatakan bahwa :

Nama : DWI MAYANG SYAHFITRI

NIM : 11414200032

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan UIN SUSKA Riau

Nama tersebut adalah benar telah melakukan riset di SMAN 3 Tapung Hulu guna mendapatkan data untuk pembuatan skripsi dengan judul "THE RELATIONSHIP BETWEEN STUDENTS' UNDERSTANDING IN PRESENT TENSE AND THEIR ABILITY IN TRANSLATING HORTATORY EXPOSITION TEXT AT THE ELEVENTH GRADE OF STATE SENIOR HIGH SCHOOL 3 TAPUNG HULU".

Demikian surat ini dibuat, untuk dapat diketahui sebagaimana mestinya.

Sekarmaji, Maret 2019

SMAN 3 TAPUNG HULU



HARIZON

0756411 19802 1 001



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menteri Lamping Rukung Lampa I dan II Komplek Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39954 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/INON (IZIN-RISET)/16288
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dan Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04F.B/PP.00.9/2154/2019 Tanggal 31 Januari 2019, dengan ini memberikan rekomendasi kepada:

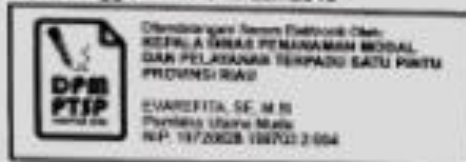
- | | |
|----------------------|---|
| 1. Nama | : DWI MAYANG SYAHFITRI |
| 2. NIM / KTP | : 11414290032 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE RELATIONSHIP BETWEEN STUDENTS' UNDERSTANDING IN RESENT TENSE AND THEIR ABILITY IN TRANSLATING HORTATORY EXPOSITION TEXT AT THE ELEVENTH GRADE OF STATE SENIOR HIGH SCHOOL 3 TAPUNG HULU |
| 7. Lokasi Penelitian | : SMAN 3 TAPUNG HULU |

Dengan Ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Dengan Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru
 Pada Tanggal : 7 Februari 2019



Tambahan :

Disampaikan Kepada Yth :

1. Kepala Badan Kependudukan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Berhubungan

- a. Penguapan hanya untuk kepentingan penguapan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau unjauan suatu masa
 - b. Penguapan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Samsudin No. 150-151, 152 Tapung, Pekanbaru - Riau 28124-400, Indonesia
Telp. (0756) 501547 Fax. (0756) 501547 Email: uin@uin-suska-riau.ac.id

Nama : Un.04.F.II.4.PP.00.9.3626/2019
Sifat : Biasa
Lamp : -
Hal : *Pembimbing Skripsi (Perpanjangan)*

Pekanbaru, 27 Februari 2019

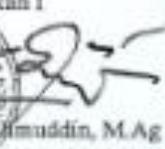
Kepada
Yth. Roswati, S.PdI., M.Pd.
Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu'alaikum warrahmatullahi wabarakaatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : DWI MAYANG SYAHPUTRI
NIM : 11414200032
Jurusan : Pendidikan Bahasa Inggris
Judul : THE RELATIONSHIP BETWEEN STUDENTS' UNDERSTANDING IN PRESENT TENSE AND THEIR ABILITY IN TRANSLATING HORTATORY EXPOSITION TEXT AT THE ELEVENTH GRADE OF STATE SENIOR HIGH SCHOOL 3 TAPUNG HULU
Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam
an. Dekan
Wakil Dekan I

Prof. Dr. Muhmuddin, M.Ag
NIP. 49660924 199503 1 002

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كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. Dr. R. Soedibyo Km. 10 Tanjung Pekanbaru Riau 28133 PO. BOX 1084 Telp. (0761) 5971307 Fax. (0761) 21128

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa	DWI MAYANG SYAHFITRI
Nomor Induk Mahasiswa	1141420032
Hari/Tanggal Ujian	Jumat / 21 September 2024
Judul Proposal Ujian	The Relationship Between Students' Understanding in Present Tense and Their Ability in Translating Harmony Exposition text at the Eleventh Grade of Senior High School 3 Tanjung Hube
Isi Proposal	Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Dr. Bukhori, S.Pd., M.Pd.	PENGUJI I		
2.	Dedy Widhyudi, M.Pd.	PENGUJI II		

Mengetahui
Wakil Dekan I



Dr. Dedy Alimuddin, M. Ag
NIP. 19960924199503 1 002

Pekanbaru, 8 Januari 2024
Peserta Ujian Proposal



Dwi Mayang Syahfitri
1141420032



UIN SUSKA RIAU

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
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FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Goebroedj Km. 15 Tampan Pekanbaru Riau 28293 PO BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21128

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : SKRIPSI
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : ROSWATI, M.Pd
 - a. Nomor Induk Pegawai (NIP) : 197601222 007102001
3. Nama Mahasiswa : DWI MAYANG SYAHFITRI
4. Nomor Induk Mahasiswa : 11414200032
5. Kegiatan : BIMBINGAN SKRIPSI

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	22/1/2019	Instrumen Penelitian	dk	
2.	17/6/2019	Chapter II (Relevance Research) Chapter IV (Table, histogram) Chapter V (Suggestions), References	dk	
3	19/6/2019	abstract cover	dk	
4	25/6/2019	List of content (space) Abstract	dk	
5.	1/7/2019	Acc	dk	

Pekanbaru, 1 Juli 2019
Pembimbing,

ROSWATI, M.Pd
NIP. 197601222 007102001

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masa
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Alamat : J. H. R. Soetrisnanto Km. 15 Tempai, Pekanbaru Riau 28293 PD. BOX 1004 Telp. (0781) 7077307 Fax. (0781) 21129

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian
 - b. Penulisan Laporan Penelitian
2. Nama Pembimbing : ROSWATI, M.Pd
- a. Nomor Induk Pegawai (NIP) : 19760122007102001
3. Nama Mahasiswa : DWI MAYANG SHAHFITRI
4. Nomor Induk Mahasiswa : 11414200032
5. Kegiatan : BIMBINGAN PROPOSAL

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	27/4/2018	Background of problem, Relevan research, grand theory, operational concept, key term, Technique of data collection	At	
2.	11/5/2018	Grand theory, operational concept, relevant research, references	At	
3.	28/5/2018	grand theory, spore, operational concept, population of the research, sample of the research	At	
4.	4/6/2018	Grand theory, operational concept	At	
5.	8/6/2018	Margin grand theory, operational concept	At	
6.	16/7-2018	Selesai	At	

Pekanbaru, 16 Juli 2018
Pembimbing,

Roswati, M.Pd.

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CURRICULUM VITAE



Training.

Dwi Mayang Syahfitri. The second daughter from Mr. Abdul Husein and Mrs. Siti Riani, was born in Pulau Tanjung, Medan, February 2nd 1997. She lives in Pekanbaru, Riau. In 2014 she was graduated from Senior High School LKMD Sukaramai, Tapung Hulu Subdistrict. She continued her study in UIN SUSKA RIAU, she accepted become one of the students in English Department, Faculty of Education and Teacher

On July 2017, she was doing KKN (Kuliah Kerja Nyata) in Melayu Besar Kota, Rokan Hilir. Then she continued Pre-Service Teacher Training Practice at Senior High School Serirama YLPI Pekanbaru Riau.

Finally, she followed final examination of her thesis entitled “The Relationship Between Students’ Understanding in Present Tense and Their Ability in Translating Hortatory Exposition Text at State Senior High School 3 Tapung Hulu”.

UIN SUSKA RIAU